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AI-Driven Translanguaging: Enhancing Plurilingual Proficiency in EFL Classrooms

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Abstract:
This article examines the emerging convergence between translanguaging pedagogy and Generative Artificial Intelligence (GenAI) in English as a Foreign Language (EFL) education. Drawing on sociocultural theory, the paper argues that Large Language Models (LLMs) function as powerful mediating tools that support multilingual learners through adaptive input, situational intelligence, and mixed-language interaction. These capabilities enable students to mobilize their full linguistic repertoires, fostering deeper comprehension, metalinguistic awareness, and the development of plurilingual proficiency. The study highlights how AI-driven translanguaging can enhance equity, motivation, and cognitive engagement while offering new pathways for personalized scaffolding and reflective learning. At the same time, it critically addresses systemic challenges, including algorithmic bias, the under-representation of low-resource languages, and tensions between standardized AI output and the creative, fluid nature of translanguaging. The paper concludes with recommendations for responsible integration, professional development, and future research aimed at capturing dynamic, plurilingual growth in AI-mediated classrooms.

Keywords:
AI-driven translanguaging; plurilingual proficiency; Generative AI in EFL; multilingual pedagogy

1. Introduction: The Dynamic Intersection of AI, Translanguaging, and Plurilingualism

1.1. The Evolving Landscape of EFL Education and the Multilingual Turn

The global recognition that bilingualism and multilingualism are intrinsic realities for students worldwide has fundamentally reshaped language education theory (Pérez Fernández, 2024). Traditional approaches in English as a Foreign Language (EFL) instruction often perpetuated a monolingual bias, demanding the strict compartmentalization of languages and creating a pedagogical lag behind socio-linguistic realities (Kucukali, 2025). This restrictive ideology led to an unmet need for flexible scaffolding methods that effectively mobilized students' full linguistic resources to support and develop learning outcomes (Shafiee Rad & Roohani, 2025). The recent emergence of advanced technologies, particularly Generative Artificial Intelligence (GenAI), offers a crucial technological impetus for institutional adoption of pedagogical

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translanguaging practices (Wang & Hao, 2024). Modern large language models (LLMs) possess the capability to receive adaptive, mixed-language input (e.g., code-switching) without communication disruption (Elmahdi et al., 2025). This technical flexibility directly addresses the limitations imposed by monolingual teaching norms. The convergence of this sociolinguistic imperative and technological capacity forms the basis for AI-driven translanguaging, a concept particularly relevant to the scope of research in linguistics, educational technology, and applied studies published in journals such as *Acta Globalis Humanitatis et Linguarum* (Mammadova, 2025).

1.2. Defining the Core Constructs

The scholarly analysis of this convergence requires precise definitions of the core linguistic and pedagogical constructs involved.

Translanguaging (TL) serves as both a theoretical lens and a pedagogical approach. Theoretically, it challenges the traditional view of autonomous language systems, positing instead that bilingual or multilingual individuals possess a single, unitary linguistic repertoire from which they dynamically select and deploy features to construct meaning (Pérez Fernández, 2024). Pedagogically, translanguaging represents a critical shift toward affirming and leveraging students' dynamic language practices in all teaching and learning processes, transforming the use of the home language from a deficit to an invaluable asset (Kucukali, 2025).
Plurilingual Proficiency (PP) is the essential target outcome for this pedagogy. Plurilingualism differs significantly from simple multilingualism, which often implies compartmentalized competence in several named languages (Pérez Fernández, 2024). PP, in contrast, stresses the dynamic use of multiple languages, varieties, and cultural knowledge, focusing explicitly on the interconnectedness of these resources (Wang & Hao, 2024). This perspective values evolving linguistic profiles and affirms even partial competences, fostering the ability to address multilingual audiences and negotiate complex meaning across linguistic boundaries (Shafiee Rad & Roohani, 2025). AI-driven translanguaging aims to develop this dynamic, integrated competence rather than merely isolated L2 skills.

1.3. Thesis and Structure

This report investigates the socio-technological affordances of integrating AI tools, such as Large Language Models (LLMs), with structured pedagogical translanguaging practices in EFL classrooms. The central argument posits that AI-driven tools offer unprecedented mechanisms (e.g., adaptive input, situational intelligence) that can significantly enhance EFL learners' dynamic plurilingual proficiency. However, realizing this potential is conditional upon educators and technologists resolving systemic ethical and technical issues related to algorithmic bias, the under-representation of minority languages, and the inherent tension between technological standardization and pedagogical equity (Wang & Hao, 2024).
The subsequent sections explore the theoretical underpinnings, detail the alignment between AI mechanics and translanguaging principles, analyze empirical implementation models, and

critically evaluate the collision between potential and limitation, culminating in actionable policy and research recommendations.

2. Theoretical Foundations: Bridging Vygotsky and Generative AI

2.1. Translanguaging as Sociocultural Mediation

The theoretical robustness of translanguaging is strongly rooted in Vygotskyan sociocultural theory, which defines TL not only as practice but as a crucial cognitive process (Pérez Fernández, 2024). Within this framework, translanguaging functions as a tool for mediation, facilitating the dynamic interplay between the multilingual, multimodal, and multisemiotic resources available to learners (Kucukali, 2025).

In the classroom, TL pedagogy is deployed to help students learn the language of instruction while simultaneously acquiring academic content through that language (Mammadova, 2024). The deployment of students' L1 and other linguistic resources acts as necessary linguistic support and scaffolding to comprehend complex content material (Khudaverdiyeva, 2024). The advent of GenAI introduces a powerful new mediator to this process. Given that LLMs facilitate human-computer interaction through advanced, context-aware conversational capabilities (Shafiee Rad & Roohani, 2025), AI itself can be viewed as a socio-technological tool that supports Vygotskyan dialogic mediation and assisted performance (Wang & Hao, 2024). This digital mediation enables students to access complex L2 content via prompts, explanations, and feedback structured through their entire linguistic repertoire, achieving a core goal of dynamic scaffolding (Alisoy & Sadiqzade, 2024). The integration of these digital tools therefore allows for more personalized and extensive opportunities for dialogic engagement than traditional classroom settings alone.

2.2. The Plurilingual Vision: Integrated Competence in the Digital Age

A fundamental goal of AI-driven translanguaging is the cultivation of true plurilingual proficiency. Plurilingualism moves beyond mere language knowledge to emphasize the ability to address multilingual audiences and negotiate meaning across diverse languages and varieties (Wang & Hao, 2024). For the EFL learner, interacting with AI from a TL perspective allows them to experiment fluidly with their linguistic resources to develop divergent thinking and creativity in meaning-making (Shafiee Rad & Roohani, 2025).

However, the architecture of GenAI presents a critical structural challenge to the ideal of integrated plurilingual competence. Multilingual LLMs achieve cross-linguistic generalization by relying extensively on "translation-like behavior" (Elmahdi et al., 2025). While this capability allows the systems to handle mixed input, it potentially risks structurally reinforcing the traditional separation of named languages (multilingualism) rather than facilitating the perception of a unitary, integrated system (plurilingualism). The pedagogical implication is that educators must critically design AI-mediated tasks to highlight the fluid connections between languages, preventing the AI from being perceived or used solely as a direct translation engine. This nuanced approach ensures that the

technology promotes the desired dynamic, interconnected skill profile defined by the plurilingual standard (Pérez Fernández, 2024).

3. Generative AI Mechanisms and Translanguaging Alignment

3.1. Technical Affordances: Adaptive Input and Situational Intelligence

The capacity of modern GenAI to support translanguaging practices stems directly from fundamental shifts in its natural language processing (NLP) architecture (Elmahdi et al., 2025). The core mechanism is the Flexible Receiver Capability. LLMs operate based on statistical machine learning models that emulate neural networks, processing vast amounts of data to infer semantic meaning and syntactic structure (Wang & Hao, 2024). Due to this probabilistic learning mechanism, the system is designed to identify estimates of user input from its training data, even if that input is subtle or incomplete. Consequently, minor errors or, crucially, the mixing of words from different languages, will not disrupt communication (Kucukali, 2025). This capability enables LLMs to function as "flexible receivers," readily processing mixed-language input, such as Spanglish (translanguaging between Spanish and English), in a manner that traditional, rule-based systems could not (Pérez Fernández, 2024).

Beyond textual input, AI advances encourage educators to envision the full potential of multimodal and multilingual engagement (Shafiee Rad & Roohani, 2025). Learners can maximize their semiotic resources by embellishing text utterances with images, audio, or video in turn-by-turn interactions with the AI. This multimodal flexibility aligns with the translanguaging principle of utilizing all available resources for meaning-making (Pérez Fernández, 2024). Furthermore, AI chatbots have evolved beyond rudimentary grammar checks to possess contextual and situational intelligence. They simulate real-life scenarios, adapting conversations based on proficiency levels and guiding users through authentic interactions, such as ordering coffee or navigating an airport (Shoozan et al., 2025). This capability directly enhances the pedagogical value by supporting situated application and engaging students with authentic materials (Johan et al., 2025).

3.2. Mapping AI Functionality to Core Translanguaging Principles

The true value of AI in this domain lies in the synergy between its technical architecture and the theoretical tenets of translanguaging. Analyzing this alignment reveals how GenAI can be consciously deployed to maximize plurilingual outcomes (Wang & Hao, 2024).

The flexible receiver capability is foundational, directly affirming the unitary repertoire by accepting the student's holistic linguistic output. This validation lowers the affective filter and encourages the negotiation of meaning across languages, a known facilitator of pedagogical translanguaging in collaborative contexts.

3.3. AI in Assessment and Metalinguistic Awareness

A highly impactful application of AI-driven translanguaging is its potential role in enhancing metalinguistic awareness (MA). LLMs have established new benchmarks in automated essay

scoring (AES) and are capable of providing personalized feedback within intelligent tutoring systems (Johan et al., 2025). Crucially, research in computational linguistics shows that AI models can analyze the distinctive traces that a student's native language (L1) leaves in their second language (L2) production, a process known as Native Language Identification (NLI) (Elmahdi et al., 2025).

Translanguaging Principle	AI/LLM Mechanism	Pedagogical Function in EFL	Expected Plurilingual Outcome
Unitary Repertoire	Flexible Receiver/Adaptive Input	Scaffolding complex input via mixed-language prompts	Reduced affective filter; affirmed linguistic identity; fluid meaning negotiation
Socio-Cultural Mediation	Conversational/Situational Intelligence	Role-play simulations (e.g., C.H.A.T.S.)	Development of pragmatic competence and cross-cultural communication skills
Metalinguistic Awareness (MA)	L1/L2 Cross-Linguistic Generalization	Targeted comparative feedback and error analysis	Enhanced reflective thinking and conscious control over linguistic structures

The capability of LLMs to detect and analyze cross-linguistic influence (Elmahdi et al., 2025) can be leveraged pedagogically to consciously trigger MA. Instead of using the AI simply for L2 error correction, which focuses on performance, the AI can be prompted to explain a grammatical or lexical error as a transfer phenomenon originating from the L1. This reframes error correction from a simple performance fix to a dual-language lesson, allowing students to critically compare and contrast linguistic structures. This strategic use of AI turns the correction process into an opportunity for transformative reflection and enhanced student self-efficacy, directly supporting the development of MA and conscious control over their entire linguistic system (Shafiee Rad & Roohani, 2025).

4. Pedagogical Implementation: Models, Strategies, and Evidence

4.1. Frameworks for Responsible AI-Driven TL

Effective integration requires structured pedagogical frameworks that ensure AI is used as a tool for enhancement, not replacement. The C.H.A.T.S. model provides one such structured yet flexible approach, centralizing AI chatbots as facilitators for language learning (Kucukali, 2025). The acronym reflects its key components: Conversational interactions, Holistic skill development, engagement with Authentic materials and tasks, Transformative reflection, and Situated application (Kucukali, 2025).

Within this model, AI tools must facilitate deep reflection. For instance, after engaging in a live role-play scenario (situated application), students should draft an email detailing their interaction. The AI provides feedback on structure and accuracy, but the crucial step is post-activity reflection,

where students discuss or write about their experiences. This ensures students actively process their learning rather than passively accepting the AI's output (Shoozan et al., 2025). Furthermore, the collaborative nature of translanguaging is well supported by AI integration. Researchers note that students naturally gravitate towards translanguaging during group activities to gain a better understanding of complex assignments (Pérez Fernández, 2024). AI can facilitate this by acting as a third conversational partner, providing mixed-language support, or co-editing documents in collaborative environments.

4.2. Empirical Outcomes in EFL Classrooms

Empirical studies examining AI integration in EFL contexts generally report positive results, often attributed to the personalized and adaptive nature of the technology. The use of Intelligent Tutoring Systems (ITS) and AI platforms has consistently led to enhancements across various language skills, including improved vocabulary acquisition, pronunciation, conversation, and writing quality (Shafiee Rad & Roohani, 2025). For instance, one study found that using AI and game-based learning had a strong positive influence on students' vocabulary retention ($R^2 = 0.544$) in EFL classrooms (Sadiqzade & Alisoy, 2024).

Beyond cognitive gains, AI chatbots are instrumental in improving affective factors. They foster learners' motivation, engagement, and positive attitudes toward learning EFL (Johan et al., 2025). The enhanced engagement often stems from features like real-time feedback, challenges, and immersive experiences, which provide continuous motivation and lead to better retention of language skills (Alisoy & Sadiqzade, 2024). In the broader context of translanguaging pedagogy, studies highlight its contribution to equity, inclusivity, and effective content scaffolding in EFL settings (Khudaverdiyeva, 2024). By reducing the affective filter, AI-driven TL creates a more welcoming language environment where students are encouraged to use their full linguistic abilities without fear of correction or restriction (Mammadova, 2024).

4.3. The Importance of Pedagogical Fidelity and Criticality

While the technological potential is substantial, the "utopian potential" of GenAI for multilingual education is highly sensitive to pedagogical execution (Wang & Hao, 2024). Some empirical studies report less satisfactory outcomes, often linked to implementation failure rather than tool deficiency. Negative findings cite teachers’ lack of knowledge, poor implementation of the translanguaging pedagogy, or the use of AI assessment systems that emphasize memory over gauging higher-level language proficiency and cognitive skills (Johan et al., 2025). The pedagogical mandate must ensure that AI serves to enhance human instruction rather than replace it. If AI is used autonomously for surface-level tasks like grammar correction, it risks reducing the crucial human interaction and nuanced feedback (e.g., related to cultural context or creativity) essential for deep learning (Shoozan et al., 2025). Therefore, the critical nuance lies in positioning AI as a mediating tool for reflection and interaction, rather than an autonomous tutor, thereby safeguarding the development of higher-level cognitive skills (Sadiqzade & Alisoy, 2024).

5. Critical Analysis: The Collision of Potential and Limitation

The integration of GenAI with translanguaging pedagogy presents a profound dilemma where the potential for equity and access collides with the technology's inherent limitations. Critical analysis reveals three core tensions that educators must navigate (Wang & Hao, 2024).

5.1. The AI Bias and Equity Dilemma (Inclusion-Fixity)

Translanguaging pedagogy fundamentally promotes social justice by affirming all linguistic identities (Pérez Fernández, 2024). However, GenAI systems introduce the Inclusion-Fixity dilemma: they operate in the realm of statistical probability, thereby standardizing what is already prevalent in their vast training data and inevitably under-representing minority voices and non-standard forms (Wang & Hao, 2024).

This manifests as severe technical deficiencies for Low-Resource Languages (LRLs). Most major LLMs underperform significantly for non-English and, specifically, LRLs (e.g., Swahili or Burmese) (Elmahdi et al., 2025). These languages face crucial limitations: a scarcity of quality, representative training data and challenges handling complex linguistic structures, such as Persian morphology (Shafiee Rad & Roohani, 2025). The consequence is algorithmic bias, where AI speech recognition tools struggle to process non-native accents, or automated assessment tools favor specific, standardized grammatical structures, reinforcing existing disparities and frustrating the goal of linguistic equity (Shoozan et al., 2025). This technical limitation serves as a clear metric of linguistic marginalization within the digital sphere. To overcome this, policy must shift toward demanding participatory approaches where native speakers are actively involved throughout the LLM development cycle to ensure the creation of culturally representative and accurate tools (Elmahdi et al., 2025).

5.2. The Creativity-Standardization Dilemma and Teacher Control

A second tension arises from the Creativity-Standardization dilemma (Wang & Hao, 2024). LLMs are often described as "stochastic parrots," generating statistically probable responses based on patterns in their training data (Kucukali, 2025). This mechanism, while enabling fluent output, risks statistical standardization, which undermines the translanguaging goal of fostering divergent thinking and creativity in language use (Pérez Fernández, 2024). Over-reliance on autonomous AI tutors may consequently lead to reduced human interaction and diminished capacity for nuanced feedback encompassing cultural context or emotional intelligence (Sadiqzade & Alisoy, 2024). Furthermore, the shift to AI-driven translanguaging challenges established teacher ideologies. Teachers frequently report internal conflicts between their control-favoring characteristics and the student-centered approach required by TL, which demands relinquishing some instructional authority (Mammadova, 2024). Educators also cite barriers such as lower digital literacy skills, ethical dilemmas, and lack of institutional support as factors hindering adoption (Khudaverdiyeva, 2024). Addressing this requires a critical acknowledgment that aspects of AI are inherently opaque

and ambiguous, necessitating a shift toward viewing AI as a potential learning and teaching partner, rather than a definitive authority (Shafiee Rad & Roohani, 2025).

5.3. Addressing the Implementation Gap

The current separation between technology development and pedagogical research is proving unsustainable in the face of GenAI's rapid evolution. To navigate these complex collisions, the integration journey requires "close collaboration among several key professionals, including critical applied linguists, technology developers, and educators" (Wang & Hao, 2024). Applied linguists must proactively engage in the technical reframing of AI from a translanguaging perspective, using the theory as an analytical lens to guide development toward systems that prioritize equity and access (Pérez Fernández, 2024).
The framework for responsible AI integration must be explicitly designed to mitigate the risks associated with these inherent dilemmas (Shoozan et al., 2025):

Table 2. A Proposed Framework for Addressing AI-Driven Translanguaging Dilemmas

Dilemma (Source)	Challenge Description	Pedagogical/Policy Imperative	Relevant Stakeholders
Inclusion-Fixity	Algorithmic bias and under-representation of non-standard/low-resource languages	Continuous bias auditing and participatory development (engaging native speakers)	Technologists, Critical Applied Linguists, Policymakers
Creativity-Standardization	Risk of autonomous AI replacing nuanced human feedback (e.g., cultural context)	Hybrid models prioritizing human instruction; teacher review of AI recommendations	Educators, Administrators
Teacher Readiness	Low digital literacy and conflict with monolingual teaching ideologies	Explicit professional development and ethical governance frameworks	Educational Institutions, PD Providers

6. Policy Implications and Future Research Directions

6.1. Responsible Integration and Ethical Governance

Given the increasing prevalence of AI, ignoring or banning the technology is neither realistic nor desirable (Wang & Hao, 2024). Instead, educational policy must be structured to recognize both the considerable benefits and the significant limitations GenAI presents. A robust, responsible AI integration framework is necessary, emphasizing strong educator–technologist collaboration, institutional professional development, and ethical governance (Elmahdi et al., 2025). Ethical AI design necessitates the prioritization of a hybrid approach, where the AI enhances, rather than replaces, human expertise (Shoozan et al., 2025). This is particularly critical in contexts requiring precision, such as scholarly communication or high-stakes translation, where training subject area experts remains essential for spotting improbable AI translations and mitigating the consequences of AI inaccuracy (Pérez Fernández, 2024). Responsible policies must establish

guidelines for transparency (e.g., logging tools) and fund ongoing research into learning gains and equity outcomes across diverse linguistic groups (Johan et al., 2025).

6.2. Mandating Professional Development for Translanguaging Pedagogy

The primary obstacle to realizing the benefits of AI-driven translanguaging is often teacher readiness and institutional resistance. Institutional policies must mandate and fund explicit professional development (PD) to promote digital literacy and actively address the ideological conflicts inherent in adopting translanguaging (Khudaverdiyeva, 2024).
PD frameworks must move beyond technical skills acquisition to address pedagogical beliefs. Training should adopt reflective models that allow pre-service and in-service teachers to actively experience and critically reflect upon TL practices, thus enabling a reconstruction of professional identity (Mammadova, 2024). This process helps shift educators away from authoritarian practices rooted in monolingual control toward shared, student-centered learning spaces, which is essential for successful TL integration (Mammadova, 2024).

6.3. Research Priorities for Measuring Plurilingual Enhancement

Future empirical research must pivot away from the limitations of current studies, many of which remain focused narrowly on monolingual L2 performance analysis (Wang & Hao, 2024). New methodologies are urgently required to capture the dynamic, integrated nature of plurilingual proficiency, which is the stated outcome of TL pedagogy.
Specific research priorities include:

1. **Longitudinal and Cross-Cultural Studies:** There is a need for studies to validate outcomes and address ethical issues related to equity across different cultural and linguistic contexts (Khudaverdiyeva, 2024).
2. **Affective and Identity Dimensions:** Research should prioritize investigating the measurable effects of AI-TL on critical affective factors, such as alleviating language learning anxiety and promoting students' emotional well-being and multilingual identity formation (Pérez Fernández, 2024). These are known key outputs of effective TL pedagogy.
3. **LLM Training Data and Assessment:** Studies must investigate the practical implications of integrating authentic multilingual data, such as code-switching (e.g., Spanglish), into the training and evaluation of LLMs to better understand performance variations across mixed-language input (Shafiee Rad & Roohani, 2025). This collaboration between applied linguists and developers is essential to build systems that truly reflect and support the reality of bilingual discourse (Wang & Hao, 2024).

7. Conclusion

AI-Driven Translanguaging represents a critical convergence in applied linguistics, aligning the technological capacity of Generative AI with the socio-linguistic imperative of affirming the

learner's entire linguistic repertoire. By leveraging LLMs' flexible receiver capability and situational intelligence, EFL classrooms gain unprecedented tools for customized scaffolding, critical language analysis, and authentic conversational practice. This convergence effectively facilitates the Vygotskyan process of mediated learning, thereby guiding learners toward the dynamic, integrated linguistic profile characteristic of plurilingual proficiency (Shafiee Rad & Roohani, 2025).

However, the realization of this potential is fraught with systemic challenges. The inherent bias of statistically driven LLMs, particularly their underperformance for low-resource languages, risks perpetuating linguistic marginalization—a direct conflict with the equity goals of translanguaging (Wang & Hao, 2024). The successful adoption of this paradigm depends not merely on embracing the technology, but on consciously and critically managing the tensions between algorithmic standardization and pedagogical flexibility. This requires institutional policy changes mandating ethical governance, dedicated professional development, and rigorous future research designed to measure the dynamic, integrated nature of plurilingual growth, ensuring that AI serves as a tool for linguistic access rather than a perpetuator of privilege (Pérez Fernández, 2024).

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